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ABSTRACT

The first paper presents the results of an Orientation Evaluation Questionnaire returned by 386 students who participated in Western Michigan University's (WMU) 1967 orientation program. Each of the 20 questions covered various aspects of the program. Student replies were analyzed and provide the basis for recommendations for subsequent programs. In the second paper, the 1969 WMU orientation program is explored. All facets are thoroughly covered: (1) procedure for making orientation assignments; (2) the format of the program; (3) selection and training of student staff; (4) parents' orientation; and (5) the use of residence halls and selection of residence hall staff. Plans for a followup study are discussed. The differences between the 1967 evaluative orientation report and the 1969 program are indicated by the fact that there were changes in virtually every phase of the program. Extensive recommendations for the 1970 program are presented. (TL)

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THE MATWAB REPORT

ON THE

ORIENTATION PROGRAM

AT

WESTERN MICHIGAN UNIVERSITY

Reiko Matsumura Edward Schwab Jr.

Student Services Research & Program Development

CG005265

Report on the Orientation Evaluation Questionnaire

This is a report of a study conducted in the spring of 1968 on the orientation program at Western Michigan University. Out of the total population of freshmen and transfer students who attended the orientation program in the spring and summer of 1967, 607 students (267 males and 340 females) were randomly selected for this study. The orientation evaluation questionnaires were sent to these students in order to elicit their frank appraisal of the orientation program in which they participated. Questionnaires were returned anonymously by 386 students, which represents 63.6% of the questionnaires sent. 38.1% of the questionnaires were returned by males while 61.9% were returned by females. To whatever degree a sex factor might influence responses to the questions asked, it should be noted that female opinions predominate in this study.

The main body of the questionnaire itself consists of 20 questions felt to be fairly representative in scope, covering various aspects of the orientation program. It has been assumed that the 20 questions do represent the orientation program rather comprehensively. Based on that assumption, we calculated a total mean for all questionnaires, which was 3.311 on a five-point scale. This figure implies that the students' overall reaction to the orientation program was better than average.

70 students indicated that their parents had attended the program for parents which took place simultaneously to the students' orientation program. These students were asked to express their subjective opinion as to their parents' feelings toward the opportunity that was provided for them. The mean for these 70 responses was 4.400 out of a pos-

sible 5.000, indicating that the students felt their parents were extremely pleased with their program.

From reading some of the comments that students made regarding their parents' feelings, we find the biggest misconception which probably existed in most of the parents' minds was the fact that more of a structured program would be provided and they were disappointed when they did not experience such a program. In the future, it would probably be wise to state very clearly that the parents are not going to be subjected to a formal structured program, but that they will have an opportunity to ask questions, to explore, and to investigate on their own, and that for the most part their time would be free to utilize as they wish.

In reply to the question, "Did you read the printed materials that were provided during the orientation program?", 93.9% of the students indicated that they did, while only 6.1% stated they did not read the materials provided.

The students were asked their opinion as to the duration of the orientation session. 59.2% of the students felt that just the right amount of time was taken to present the program. 16.3% of the responses indicated the orientation session was too long and could be presented in less time, whereas 24.5% of the students expressed an opposite view that the orientation session was too short and needed to be lengthened. These students' opinions regarding the duration of the orientation session apply to the session in its entirety and not to any particular segment of the session.

The mean score for each of the 20 questions based on the total sample returned has been calculated and provides us with valuable insights into the individual segments which go to make up the entire orientation program. They have been rank-ordered on page 10. We will deal first of all,

however, with the question-area rank-ordered sixth because it is the students' evaluation of the total experience which they received from the time they first arrived at Western to the completion of the orientation program. We see from this mean, 3.782, that the program as a whole has been viewed by the students to be rather successful. In addition, it can be seen to correlate favorably with the total mean of all questions, 3.311.

The most favorable reaction by the students was directed to the residence hall facilities. 98.7% of the students responded to this question and rated it 4.293 on a five-point scale. We suggest that the orientation program continue to be housed in a manner similar to what it was last year. However, it should be noted that some students criticized housing the orientation program in North Valley because they did not receive a realistic picture of other accomodations which they subsequently received in the fall. The student shouldbe given an opportunity to visit other residence halls.

Amazingly enough, the question rank-ordered second is the students' reaction to the cost incurred by them to participate in the orientation program. 97.2% of the students responded to this question. The answer mean of 4.146 lies close to the opinion stated in the questionnaire that the students felt their money was well spent in attending the orientation. This seems to clearly indicate that the students feel the entire program to have been worth what it cost them in dollars and cents. On the basis of this response, we feel it is reasonable to infer that should the orientation program step into financial difficulties, it would be possible to increase the fee to the student for the orientation session without running into serious negative feelings on the part of the participants.

In the third place with 99.2% of the students responding was the expression by the students that the testing procedure was well-organized and well-administered.

The fourth most well received portion of the orientation program was the introductory session presented in the evening by undergraduate students. Opinion fell midway between the feeling that the program was well-presented and liked by the students and that it was OK but an attempt should be made to improve it.

In the fifth place with 100% of the students responding was the feeling that they were clearly informed as to the purpose and the utilization of the tests which they took. The mean (3.813) was well above average but not quite what might be arbitrarily assigned as a good rating of 4.000.

The sixth rank-ordered question has been discussed first since it bore on the orientation session in its totality.

In the seventh place, 96.6% of the students responded that the printed materials distributed during the orientation program were both useful and informative. The question-mean was 3.750, indicating that the materials distributed were well received on the part of the students.

In the eighth place with 99% of the students responding and indicating a fairly high question-mean of 3.431, was their feeling that the class schedule they had in the fall was satisfactory. The class schedule for their first semester at Western is important and probably is one of the most meaningful outcomes which can be derived from the orientation program. We believe that follow-up studies over the years should be undertaken and in the future, an attempt should be made to discover why the students ranked this important question in the eighth place. On the basis of such a study, improvements could be made during the orientation session, which hopefully

would result in a more satisfactory fall schedule for the students. In addition, an evaluation done soon after the completion of the orientation session might be useful in eliciting certain types of information that cannot be obtained accurately at a later date.

In the ninth place with 93% of the students responding with a fairly average mean of 3.303 was their feeling that residence hall assistants did little more than an average job. It should be noted, however, that [illegible] 7% of the students did not respond to this particular question. A number of students wrote derogatory comments such as, "What helper!" in the space provided for a question rating. Had, instead, they made a response, the mean for this question might have been considerably lower. Evidently, the residence hall assistants did not make themselves available or were not able to be available to all the students as they arrived. More help, possibly volunteer help, might alleviate this problem. We would suggest consulting with the Housing Programs Office concerning this important aspect of the program, the first impression of orientation.

In the tenth place with 99.5% of the students responding, we find the students felt that a slightly better-than-average job (3.291) was done in properly scheduling the activities which took place during the orientation program.

Two questions have an identical mean of 3.109 and both are rank-ordered eleventh. In substance they state: 1) to what degree experiences derived from the orientation program aided students in familiarizing themselves with campus life and 2) whether there was enough staff to take care of questions and other general needs during the registration.

The responses to the question now begin to fall below the mid-point or average quality rating. In the thirteenth place with 99.5% of the students responding and indicating a question-mean of 2.994, was their response to the question querying to what degree registration progressed smoothly and without major difficulty.

In the fourteenth place was the students' reaction to the way in which the total orientation program was scheduled. They were asked to choose one of three statements. The mean reply falls slightly below a feeling that basically the schedule was good but needs some minor improvements. An indication of where such improvements should be made was not requested for this question.

In the fifteenth place was the response as to whether or not the bus tour was helpful in getting acquainted with Western's campus. It was brought out in other portions of the questionnaire that the bus tour was favorably received by the students who were fortunate enough to take it. But it was felt by many that the tour should be extended in scope. Some students could not take the tour because of testing. It is important to note that there was only a 63.7% response to this question.

In the sixteenth place was the response of 98.4% of the students, with a slightly below-average rating (2.910), with respect to the meaningfulness of the orientation experiences in helping the student to know what to expect when school began in the fall.

The question-mean now dips rather sharply below the mid-point, "average" rating of 3.000. In the seventeenth place was the students' response to the question whether the orientation program provided enough opportunity to receive guidance and counseling services which they felt were needed. The question-mean was 2.669 with 98.7% of the students responding.

The guidance and counseling services as well as the registration procedure itself have definitely taken low position in this orientation evaluation and are in most urgent need of immediate improvement. Probably a two-pronged attack with respect to quantity and quality could be employed. More counselors and more time to help students build a suitable program could improve the situation, and more qualified counselors well trained to give individual assistance to particular needs would also be a valuable adjunct to the services which are provided during the orientation session. Possibly being able to meet with a representative of the department in which the student will major and minor would also be of value.

In the eighteenth place, students placed their reflection of the help provided by their orientation experiences in developing an academic program. This counselor-related question received a question-mean of 2.638, which is another indication of the fact that the individual student left the orientation program without a feeling of having established a substantial academic program. It is our guess that in answering this question, the students were referring to more than a fall schedule (queried at another place) but to the broader question of educational and vocational goals with respect to the schedule that they were to have in the fall.

In the nineteenth place was the feeling by the students that they were not adequately prepared for registration, exemplified by a question-mean of 2.544.

In the last place with 99.7% of the students responding and indicating a question-mean of 2.407 is the unfortunate and disturbing fact that the students felt their counseling lay somewhere between being OK but not totally satisfactory and that the counseling they received left much to be desired. The expression of dissatisfaction with counseling permeated this

entire orientation evaluation, as well as dissatisfaction with the registration procedure. The students clearly indicated, as has been brought out in our previous report, that the amount of time devoted to the counseling session was too short. According to our data, 38.7% of the students were counseled individually, whereas 60.8% of the students were counseled in a group; the remaining 0.5% of those responding to our questionnaire did not really remember in what manner they were counseled.

We are making some recommendations based upon our reading and thoughtful reflection of this questionnaire. They are as follows:

1. The time provided for counseling should be drastically increased.
2. Counselors should be readily available at times other than those scheduled, for the students who are either more confused or who have not come to a decision with regard to their current educational and future vocational goals.
3. We think a programmed unit should be designed to help the students understand the concept of registration, the vocabulary used in registration (for example, C card, block schedule, section number, etc.), how to complete the various registration cards, and how to re-organize a schedule, should a particular section be closed. This material could easily be provided in a programmed unit comprised of sets pertinent to the various stages of the registration procedure.
4. In addition, sample problems (with answers), exemplifying typical registration programs for a freshman student, could be sent to the student months in advance of the actual orientation program, and he could take his time in attempting to fill out this hypothetical problem schedule. Upon arrival for the orientation program, possibly at the very beginning of the session, the student could be helped to understand any portion of the problem he was not able to complete on his own.

Evaluation of the Summer Orientation Program, 1967

Major Areas Queried	Rank Order	
Residence Hall facilities	1	(4.293)*
Cost incurred	2	(4.146)
Testing procedure	3	(4.015)
Introductory session	4	(4.000)
Purpose and utilization of tests	5	(3.813)
Total orientation experience (evaluated)	6	(3.782)
Printed materials	7	(3.750)
Satisfaction with fall schedule	8	(3.431)
Residence hall helpers	9	(3.303)
Schedule of activities	10	(3.291)
Familiarization with campus life	11	(3.109)
Staff help during registration	11	(3.109)
Registration procedure	13	(2.994)
Schedule of orientation program	14	(2.958)
Bus tour	15	(2.947)
Readiness for school in the fall	16	(2.910)
Opportunity for guidance and counseling	17	(2.669)
Development of academic program	18	(2.638)
Preparation for registration	19	(2.544)
Evaluation of counseling	20	(2.407)

*The number in the parentheses represents the mean-response-score to a particular area queried in the questionnaire. A five-point scale has been employed, 5 being the highest rating, and 1 the lowest.

ORIENTATION OF NEW WMU STUDENTS

SUMMER 1969

JUNE 29 THROUGH AUGUST 1

Prepared by

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Director of Orientation

cGO05265

Western Michigan University
Kalamazoo, Michigan 49001
November, 1969

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I. INTRODUCTION AND PURPOSE

The 1969 Orientation program at Western Michigan University was introduced to the beginners with a greeting letter mailed to them in March. This letter explained that they would be receiving an Orientation assignment during the last week of May or no later than the first week of June and that they would be expected to attend Orientation sometime between June 29 and August 1.

The Orientation office has found that a lead time of four weeks in assigning beginners to the program before the first group is due on campus is acceptable to most students. To lead much earlier causes considerable reassigning on our part, and thus, we are not able to firm up the group sizes in time to work with them. To cut down the lead time prevents many families from planning family vacations together. This amount of lead time also allows parents time to plan to attend Orientation.

The beginners spend about forty-four hours on campus. They check into the residence halls about 7:00 p.m. on their assigned day and leave about 3:00 p.m. two days later.

The 1969 Summer Orientation program designed for beginning students had a twofold purpose:

1. It enabled the University, during this period, to adjust room seat capacity, room assignments, instructors' loads (in some instances reassignments), and addition and deletion of class sections well in advance of the opening of classes in the fall.

2. It allowed the new student the opportunity to: visit the campus, discuss current campus issues with upperclass student leaders, live in residence halls, meet other new students, explore the campus, be counseled and register for fall classes.

Neither of these purposes was more important than the other and both served to make the program worthwhile to all parties involved and to justify the costs.

The program developed for the summer of 1969 involved 30 undergraduate and graduate students working as student counselors (academic) and as group discussion leaders. The more refined the program becomes, the more it is evident that the communication between the upperclass student and the beginner achieves a far more meaningful relationship than communication between faculty and beginner. This is not a new concept--it has been used in other universities and colleges with considerable success. One of the side benefits not realized during the program was the person-to-person carryover into the fall semester. Student leaders have reported that their brief contact with the freshman students during Orientation has carried into the fall semester and that the freshmen recognize them wherever they go on campus. Future programs will be planned to use upperclassmen extensively in all phases of Orientation.

II. PROCEDURE FOR MAKING ORIENTATION ASSIGNMENTS

Orientation assignments are made in the following manner:

1. No consideration was given to date of admission.
2. Outside departments who wish to counsel their own freshmen

submit schedules to this office of the days and hours when they would be available.

3. All freshmen were divided into two groups by sex.
4. All freshmen were divided into sub groups by curricula choice (keeping sex divided).
5. Total class was divided into 19-20* groups of nearly equal numbers. This was done by randomly selecting from various curricula an equal number of men and women. (A real attempt was made to invite the same number of men and women in each group.)
6. Total group size was limited by number of beds available in residence halls. Three nights a week two groups were in the residence halls.
7. All special requests for reassignments were honored insofar as possible. (Sometimes, because special curricular counselors were required, it was not possible to give the student his first choice of dates.)
8. Freshmen who could not accept any assignment were referred to the Dean of Records and Admissions for special permission to enroll late.
9. Drop-ins (those who appear early or late and were not expected) were added to the group on campus. No effort was made to ask them to wait for their assigned group.

This system of assigning seemed to be acceptable to all concerned. About the only criticism that we received was from a student admitted

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*This number depends on which day of the week July 4 falls on.

early in the fall and assigned to a late Orientation group. Our willingness and ability to accept special requests has done much to keep the beginning student happy with his assignment.

III. ORIENTATION PROGRAM

The 1969 Summer Orientation program will be explained in considerable detail because it was quite different from any previous Orientation program here at Western. A theme for Orientation was chosen--"Campus Values." A publication, *Campus Values**, was selected and mailed to all freshmen who paid their $21 fee. The student was asked to read the book before coming to campus.

Each student was mailed a packet of materials which included: Tentative schedule, group assignment, campus map, return enclosure for them to check acceptance or rejection of their assignment, return envelope and a cover letter of instructions. The final groups were made up from the returned enclosures.

Each group was listed in two separate lists, one alphabetically by curriculum and another alphabetically in eight small groups. These latter lists were divided so that approximately the same number of men and women were in each group.

The fee charged was $21 and divided as follows:

A. $15 to Housing for room and meals

B. $1 to Housing for service fee

**Campus Values*--some considerations for collegians, C.W. Havice, editor. Charles Scribner & Sons, New York, New York, 1968.

C. $2 to Orientation for book *Campus Values*

D. $3 to Orientation for operation of program.

In addition to A and B above, $1,000 was paid for use of Valley Complex No. 2.

Those students who did not live in University housing paid $5 and this was divided into C and D above.

We believe that the fee charged was reasonable and can be justified. If the program is to be expanded, it is quite within reason to increase the Orientation fee to perhaps $23-$25. This program should be as close to self-supporting as possible.

Orientation students were instructed to arrive on campus between 7:00-9:00 p.m. Women checked in at Britton-Hadley and men at Ackley-Shilling. As the students signed in, they were given sheets and a pillow case, towels, schedule of Orientation events, and a University Catalog. In all cases, two students were assigned per room, four per suite.

At 9:00 p.m., the opening program was held in Room 2304 Sangren Hall. This is a large lecture hall seating over 300 people. Representatives from IFC, AWS, Panhellenic and the University Theater spoke to the freshmen. These talks were limited to five (5) minutes or less each. The talks were followed by a set of slides with voice commentary which blended into a movie of the campus.

On a second screen adjacent to the main one, the film "Run" started after the slides and campus movie had been showing for 8-10 minutes. Shortly after "Run" began another movie, "Faces," in the upper left corner of the main screen. "Run" lasted about 11 minutes and "Faces" about 8 minutes. When "Faces" finished, it was followed by a 10-minute segment of a film entitled "Clay." All the time the films "Run," "Faces" and "Clay"

were running, the slides of the campus were being shown repeatedly so that for several minutes there were three separate things to watch. The film "Clay" and the slides ended together and were followed immediately by the film "Why Man Creates." This film lasted for twenty-five minutes. When it finished, the program was concluded with only--"Good night! We'll see you tomorrow," as a closing.

The purpose of this program was to enable the student to realize that he would be alone, one in the crowd, that he was pliable and could really be creative if he would let himself go. A secondary purpose was to show in slides and movies some of Western's campus. The consensus for most of the students who saw the program was that it did indeed achieve its purpose.

All parents were invited to this program. Many of them had a very difficult time absorbing the multi-projection pattern and many missed the program objectives completely. This program lasted until 10:35 p.m. Students and parents then walked back to their residence halls.

For security reasons, the women's hall was locked at 11:00 p.m. After the first week of locking the men's hall at 11:00 p.m., it was decided by the directors that this was not necessary, so the doors were left unlocked for the remaining four weeks of Orientation.

The Placement Testing program was required of all students attending Orientation. It was held in the dining room of Eicher-LeFevre and Harvey-Garneau Halls. Testing started at 8:15 a.m. All students took the College Writing Waiver exam. This exam consisted of two parts--one part grammar and vocabulary and the other an extemparaneous essay written on one of several topics given to the students. If the objective part of the exam (grammar and vocabulary) socred in the 70th percentile or above, the

written essay was read. If it showed strength and writing potential, then the student was allowed to waive College Writing 116 and was given 4 hours credit with the grade of A. This was processed by having the student show his test score profile at registration on which was written "Exempt College Writing, enroll in College Writing, section XX."

The Chemistry placement test was given to only those students who planned to take Chemistry at WMU. The results of this test were used to place the student in the proper 100 level Chemistry class. At WMU there are three different levels of beginning Chemistry--101, 102 and 103.

The Foreign Language placement test was designed, both written and oral, to allow the new student to be placed in the proper 100, 200 or above level class in the language he intended to study at WMU. No foreign language test was required if the student had not studied in high school the language he planned to study at Western.

The Chemistry and Language departments believe that these tests have been helpful for them in the proper placement of their incoming freshmen.

At the conclusion of the Placement Test session, all the women were dismissed and the men were asked to remain for an additional ten minutes. At this time, one or more ROTC cadets spoke to the freshmen about the ROTC program at Western. There was time for a brief question and answer exchange, then the men were dismissed. All students were out of the testing center by 11:00 a.m. The Foreign Language test was given from 1:00 p.m. until 2:30 p.m. for those freshmen who wished to take it.

Two copies of the profiles of all test results were delivered to the academic counselors and departmental advisors the morning after testing

so that they would have them when the students arrived for counseling. One copy was given to the student and the other filed in his Student Services folder.

After lunch, the total freshmen group, which had been divided into eight small discussion sections, attended the first of their "Campus Values" meetings.* These meetings were held in the Quiet Rooms of Britton, Hadley, Ackley, Shilling, LeFevre, Eicher, Harvey and Garneau Halls. These rooms were selected because they were available, small and furnished in a manner that was judged to be conducive to small group discussion. Each discussion group was lead by one male and one female upperclassman. The meetings were open to free discussion about the following topics:

1. Meeting #1--Alcohol, Drugs and Dope.

   The discussion centered far more on drugs and dope as used on college campuses than on alcohol. Most of the student leaders felt that the freshmen had little desire to discuss alcohol problems. Apparently, it had been accepted in their lives as not a serious current problem. But they were interested in dope and drugs, particularly marijuana.

2. Meeting #2--Sex on Campus.

   This meeting seemed to be the one that most freshmen attended and participated in. The topic was timely and one in which the freshmen seemed to want the most information. All discussion leaders felt that this topic was the most worthwhile of all three.

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*Freshmen taking the Foreign Language Test missed the first small group discussion meeting.

3. Meeting #3--Remaining an Individual, Cheating and Plagerism.

This topic proved to be the most difficult one for a meaningful discussion. The potential freshman had not yet experienced the size of the total university and was not yet away from home and family. While he was aware of cheating and stealing of others while in high school, it really had little relevance to him at this time.

During the first week of Orientation, June 30-July 3, the discussion meetings were scheduled as listed below:

Sub-group meeting	#1 Alcohol, Dope and Drugs	1:30-2:20 p.m.
" " "	#2 Sex on Campus	3:30-3:50 p.m.
" " "	#3 Remaining an Individual	7:00-7:50 p.m.
" " "	#4 Academics, Cheating & Plagerism	8:00-8:50 a.m. (next morning)

Before the second week sub group meetings started, the student leaders voted to combine the third and fourth meetings because they were having trouble extending the topic material into two hours of discussion. After the group consensus that this new subject realignment was a good move, then a new time schedule was arranged as follows:

Sub-group meeting	#1 Alcohol, Dope and Drugs	1:15-2:05 p.m.
" " "	#2 Sex on Campus	2:30-3:20 p.m.
" " "	#3 Remaining an Individual, Cheating and Plagerism	3:45-4:35 p.m.

This new schedule seemed to offer a much better use of student leaders time and was easier for the Orientation students to attend and understand. This schedule was used for the balance of the Orientation program.

Faculty members, assistant deans, counselors and members of the campus ministry were invited to sit in at the various sub-group meetings. They were instructed to simply "listen to the discussion." At no times were they to lead. Leading was the job of the student leaders. If the student leaders wished to introduce the observer, they could. About half of the observers were introduced. Occasionally, the student leaders called upon the observer for an opinion or a comment. However, most of the time the observers observed.

They were in these sub group meetings by invitation of the Orientation Director who felt, prior to the start of the program, that they might be needed. After a few days it became obvious that often the adult present dampened the potential discussion. After a week or two, no real effort was made to further schedule observers into the sub-group meetings. Next year they will not be involved in this part of Orientation.

The freshmen were free after dinner until a scheduled Residence Hall staff meeting at 10:30 p.m. A mixer-impomtu dance was provided each night in the basement of Shilling Hall. This event was not announced. It has been the policy of students attending Orientation in past years to boycott any <u>scheduled</u> dance or mixer. But they will flock to something that is announced by word-of-mouth (and we made sure that the Residence Hall staff spread the "word"). The student discussion leaders were assigned one night a week to work at the mixer. It was very well attended by the freshmen . . . and thoroughly enjoyed by the staff.

Each night, Monday through Thursday, at 10:30 p.m., the men's and women's Residence Hall staff met with the freshmen who were in their halls. This meeting was to discuss Residence Hall living and its commensurate

problems. After a formal presentation by the student staff, the meeting was opened for questions. It usually lasted about an hour.

The second morning on campus the freshmen met with their counselors to plan their schedule of fall courses. Four counselors from the Counseling Center aided by eight students, two for each counselor, met the freshmen in Britton-Hadley Halls. The students were divided by their curriculum choice, i.e., all General curricula to one counselor, Business Administration to another, a third worked with Elementary Education and the fourth with Secondary Education. These groupings would change from day to day depending on the manner in which a particularly large group was invited. (More students were admitted into the General curriculum this year than any other, thus this curriculum often demanded the services of two or three counselors on a particular day.)

Students in special curricula, i.e., Paper Technology, Speech Pathology, Home Economics, etc., were directed to those offices for counseling. As mentioned earlier in this report, the Orientation office was notified when these departments would have counselors available. As an example, the Music counselor could work with Music students Tuesday and Thursday, thus all Music students were brought to campus so that they could meet him on one of those two days.

The counselors and student aides worked with the freshmen until they had a suitable schedule. After it was checked to make sure that the sections selected were open, the students left for lunch.

After lunch, the Registration Center opened. Its summer hours were from 1:00 p.m. to 4:00 p.m., Monday through Friday. Each afternoon, one counselor from the Counseling Center and two student aides went to the

Registration Center to help the freshmen enroll. They remained as long as there were students to help. The average time for a freshman in the Registration Center was less than one hour.

Having completed his registration and paid his fees (tuition), the freshman returned to the Residence Hall and checked out. Upon leaving, he was given a packet of materials (in a folder supplied by the Campus Bookstore) that contained many items from various organizations on campus. Sororities, fraternities and various club brochures and letters, bookstore materials and a booklet on "How to Study" were included. It was decided to give the packet out at departure rather than sign-in so that the materials would be taken home. Much of the material would have been left in the Halls if it had been given out at sign-in.

IV. SELECTION AND TRAINING OF STUDENT STAFF

As a result of the great success other universities have had using students in their orientation program, it was decided to try a large number of them here at WMU. In 1967, four students participated to some extent in the Orientation program. In 1968, eight students (four men and four women) were hired to work in Orientation. During the summer, 1969, thirty students were hired. Eight were assigned to the Coordinator of Academic Counseling and twenty-two to the Director of Orientation.

Each student leader and student counselor aide was interviewed twice by the Director, once in February and again in March. Students hired were notified of their appointment by mail in early April. They were asked to respond to the job invitation in person if they accepted. Twenty-eight of the original thirty accepted. One man had a better job offer and a

second decided to enroll in summer session full-time. They were replaced from a waiting list. There were more applicants than available jobs. All thirty of the student leaders and counseling aides were paid $500 for six weeks work.

One faculty member was hired and assigned the opening program. In addition, he worked with the television studio in producing a twenty-three minute T.V. tape for parents. He also assisted the Director in various ways where his help was needed. No other faculty were on the Orientation budget.

The Coordinator of Academic Counseling selected four counselors from the Counseling Center, each to be responsible for counseling large groups. Some groups numbered up to sixty students during the academic counseling sessions. The Coordinator's responsibilities were to: 1) keep the open-closed section boards current in the Counseling area; 2) assign the counselors and student aides to the Registration Center; 3) advise the outside counselors (Home Economics, Paper Technology, Special Education, etc.) of the status of open-closed sections; and 4) coordinate the training program for the student aides. Student counseling aides reported to work one week ahead of Orientation and worked with the coordinator and counselors to learn their summer job.

Each counselor had two undergraduate students assigned to him. The counselor had chosen these two early in the Winter semester and notified the Director of Orientation who they were. In nearly every case the student counseling aide was enrolled in the curriculum in which she would be working.

The week preceding the opening of Orientation was set aside as a training week. Outlined below is the training schedule used for the student counselor aides:

Monday - Group inter-action. Held at University Student Center with Charles Shull of the Counseling Center.

Tuesday - Staff worked at Summer Registration in Read Field House. Student aides worked on curriculum guide and catalog.

Wednesday - Staff went through program at Residence Hall as an Orientation student would go through it.

Thursday - Staff and students continued working together at Field House registration center with Dennis Boyle, Director of Registration, to learn summer registration procedures.

Friday - Staff worked at Field House and Residence Hall completing open-closed section boards. Getting facilities and materials ready for Group #1.

The Coordinator of Academic Counseling held meetings with his staff on Monday mornings during the Orientation period. All schedules were brought up to date. Class additions and deletions were noted. Problems of the previous week were shared and solutions worked out.

The twenty-two students assigned to the Director of Orientation served as student discussion leaders, participated in the parents' meetings and helped at the impromptu mixer.

All of the twenty-two student leaders were in attendance for four morning, four afternoon and one evening meeting. The student leaders and counseling aides were paid for the training week. Listed below is the training schedule designed for the student leaders:

Monday - Introduction of staff to each other.

Monday cont'd - Mr. Darryl Thomas and Mrs. Mary Brown sneaking on "Sex on Campus."

Tuesday - Mr. Kenneth Bootsma speaking on "Alcohol."

Tuesday evening - Preview of Opening Program.

Wednesday - Movie: "Marijuana and You."

- Discussion on Dope and Drugs.

Thursday - "Remaining an Individual" discussion with Dr. Charles Brown, Chairman, Speech Department.

Friday - "Academics, Cheating & Plagerism" discussion with Norman Russell.

- Overview of total program.

During the training week, the student leaders were asked to prepare and submit to the Director a list of questions that could be used during the small group meetings if the need for them arose. The lists of questions were compiled and reproduced so that each student leader had a list of all questions submitted. It is interesting to note here that as the summer progressed, the questions, while used extensively the first few days, were not used at all the last few weeks. Each student leader was issued a notebook for his or her use and given a plastic permanent name tag. The name tags were worn daily all summer.

The student leaders worked in teams of one man and one woman. They were invited to choose partners if they wished to work with a particular person. For those not choosing a partner, the Director assigned them into teams. At the end of a two-week period, the student leaders were given new partners. With one or two exceptions, all student leaders worked with three different partners. Each afternoon, Monday through Thursday, four

student leaders (two men and two women) met with the parents at 1:15-3:00 p.m. in 2303 Sangren Hall. Each student was given 5-8 minutes to speak on any topic that he felt was important. These same four students met with the parents in the evening at Britton Hall. (More on this in Parents Program.)

The student leaders, faculty and interested observers attended a weekly staff meeting. The Director acted as chairman. These meetings proved to be very beneficial in making needed changes as the program progressed throughout the summer. All schedule modifications, topic changes, room reassignments, etc.,were discussed at these meetings. The student leaders were able to comment on their week's work and share their experiences with the other leaders. These meetings were particularly important in solving emergency problems. All phases of the program were subject to criticism by the student leaders and observers. The meetings were held in an atmosphere of complete freedom to comment in any manner on the program. This freedom of expression was responsible for the changes made to the program and schedule as situations demanding change developed.

It is extremely important that any staff meeting of this type be conducted in an open and free manner so that any item can be brought to the attention of all parties concerned. In the education of the student leaders and the student counseling aides, the staff meeting proved to be one of the most important aspects of the whole program.

V. PARENTS ORIENTATION

Running parallel with the student orientation program was a program for their parents. All parents of incoming freshmen were invited by a

separate mailing to attend the Summer Orientation with their son or daughter. Provisions were made to house the parents in one of the Residence Halls adjacent to those used for the students. Parents were assigned one room of a two-room suite and maid service was provided. They were charged $13.00 for two nights lodging--double, and $7 for two nights--single. If they chose to eat with the students, they paid separately for each meal.

The schedule for parents started with the 9:00 p.m. program in Sangren Hall. The next afternoon at 1:15 they met in Room 2303 Sangren Hall. Here the Director of Orientation welcomed them to Western* and spoke briefly on the history, special programs and administrative structure of Western. At 1:30 p.m. a special T.V. tape was shown to the parents. This tape explained how closed-circuit television was used to aid in instruction of WMU students. The tape lasted for 23 minutes. After a few summary remarks by the Director, four student leaders (two men and two women) made short statements to the parents on a variety of college topics--housing, studies, changing values, extra-curricular activities, etc.

At the conclusion of the students' remarks, the meeting was opened for questions. As often as possible, the student leaders responded to the parents questions rather than the Director.

Each afternoon the parents were informed about the WMU Parents Association and urged to consider joining. One of the secretaries from the Orientation office was available daily to accept applications and the $3 membership fee and to answer questions. (The Director of Orientation is also the Executive Secretary/Treasurer of the WMU Parents Association.)

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*The 1:15 p.m. meeting was for all parents, not just those staying in the Residence Halls overnight.

The WMU Parents Association was responsible for printing and mailing an 18-page brochure "Questions and Answers for Parents of New WMU Students." The letter inviting the parents to attend Orientation included the brochure and an application for membership in the WMU Parents Association.

When the meeting ended the Admissions Office provided guides to escort the parents on a walking tour of the central part of the campus. The tours started from Sangren Hall at 3:00 p.m. daily. The walk included: Sangren Hall, Wood Hall, Engineering and Technology Building, University Auditorium, Waldo Library, University Student Center and back to Sangren Hall. The tour took approximately one and one-half hours.

Each evening, Monday through Thursday at 8:00 p.m., the parents were invited to "Coffee and Conversation" in the lounge of Britton Hall. The four students who had spoken to the parents at 1:15 p.m. were at this meeting also to chat informally with the parents and to answer further questions. These meetings proved to be very much worthwhile throughout the summer. Coffee and iced tea were provided by the Department of Orientation.

Nothing was scheduled for parents the next day. They checked out of the Residence Hall and left when their son or daughter checked out.

VI. RESIDENCE HALL STAFF

The Housing Director selects the residence halls to be used during the Orientation period. For the past three years, Valley Complex #1 has been chosen. This is composed of Britton-Hadley for women and Ackley-Shilling

for men. This past summer, parents were assigned to Britton and women Orientation students to Hadley. Men were assigned rooms in Shilling with Ackley used in case of overloads.

The Housing Director also selects the Residence Hall Directors who in turn pick the students they wish to use as staff. The Women's Hall Director, Mrs. Eunice Bennett, chose nine women students to work with her. In addition, a tenth girl was hired to work days at the counter. This is the first year that one person, a woman graduate student, was responsible for the parents' activities. She was in charge of their signing-in, room assignments, answering their questions and making sure that coffee or icedtea was served each evening. She was also available to help with any other needs of the parents.

Dr. and Mrs. Richard Pippen served as Directors of Ackley-Shilling Halls. They were assisted by six men students and one girl hired to work at the counter during the day. Compensation for the Residence Hall student staff was room for seven and one-half weeks and board during the five weeks of Orientation period.

Many of the students working in the summer program have worked as Residence Hall staff during the school year. Thus, they were familiar with Residence Hall policies and somewhat prepared for the problems that developed.

It should be mentioned here that when asking the freshmen who attended Orientation to list the events of Orientation they liked best, they consistantly put their brief exposure to residence hall living as first. In a great part, this was a reflection of the quality of the Hall Directors and their student staff members.

VII. EVALUATION

A follow-up study was made of the 1967 Orientation program by two graduate assistants attached to the Dean of Student's office. It is being planned that another such study will be made by the Department of Orientation during the fall semester, 1969. As in 1967, the study base will be a questionnaire. At this writing, the questionnaire is being prepared to distribute to all freshmen living in Western's residence halls.

There will be little comparison between the 1967-1969 evaluations because there were changes in virtually every phase of the program. Evaluation is extremely valuable as the data obtained will actually be used to improve the next program. The 1968 Orientation program was changed as a result of the 1967 study. The 1970 program will benefit from the 1969 survey.

VIII. RECOMMENDATIONS FOR 1970 SUMMER ORIENTATION PROGRAM (June 28 - July 31, 1970)

1. Retain and perhaps increase the number of undergraduate students in all phases of the program.

2. Firm up the daily program in advance so that it can be printed in brochure form.

3. Develop a new and better T.V. tape for the parents' program. Include President Miller with a brief greeting to parents.

4. Add more events to the parents' program. Fill up some of the time of the second morning.

5. Add a 7:00 p.m. meeting for freshmen the second evening for information on:

    A. Campus Ministers

    B. Counseling Center

    C. Dean's Office

    D. Health Center and Student Insurance

    E. Campus organizations, i.e., IFC, Panhellenic, AWS, Herald, etc.

    Keep students approximately one to one and one-half hours.

6. Buy own coffee maker (30 cup).

7. Buy own tape or record player for mixer.

8. Special issue of Herald.

    A. Orientation Office should become involved.

    B. More pictures of past year.

    C. Articles for beginners by various student groups.

    D. Feature pictures of student leaders.

9. Continue to strengthen opening meeting. Work on better greeting to group.

10. Change sign-in time to 6:30-8:00 p.m. and start first program earlier--8:30 p.m.

11. Have door guard at Women's Hall to allow parents to come in at any hour--not at 11:00 p.m.

12. Develop training week for student leaders to include:

    A. Intense work on group dynamics.

    B. Better use of *Campus Values* or similar publication.

    C. More facts concerning penalties for drug use.

    D. Alcohol violations and abuses.

    E. Better understanding of each other.

13. More care in selecting students to work with parents.

14. Find better movie of campus.

15. Find better color slides of campus.

16. Have banquet at end of Orientation for all staff, counselors, student leaders, Residence Hall staff, and any others who are directly involved.

17. Bus tours of campus. Have two buses available for one-two hours to circle campus with student guides.

18. Continue to explore all possible programs for Orientation of transfer students. This segment of incoming students has been a concern for years but received little help.

19. Have handout folders ready before Orientation starts.

20. More care in selecting material for student handouts.

21. Open snack bar in Valley Complex #1. (Agree to underwrite any loss that is incurred.)

IX. STATISTICS, 1969 SUMMER ORIENTATION

1.	Number of students tested and presumed counseled and registered		3,252
2.	Number of beginners who actually started classes in fall		3,369
3.	Number of students staying two nights in Residence Hall.		3,003
4.	Number of parents staying one or two nights in Residence Hall. .		505
5.	Number of parents at 1:15 p.m. meeting, 2303 Sangren Hall. . . .		1,104
6.	Students hired by Orientation office		30
7.	Students hired by Housing Office		17
8.	Faculty hired for Orientation.		1
9.	Faculty (counselors) used with beginners		4
10.	Income from Orientation fee.		$64,886.00
11.	Paid to Housing: Room and Board - - - - - -	$48,048.00	
12.	Paid to Housing: Service fee- - - - - - - -	1,000.00	
13.	*Campus Values* (3,500 copies) - - - - - - - -	5,482.27	
14.	Freight on *Campus Values* - - - - - - - - - -	86.80	54,617.07
15.	Balance to apply to program and student help		$10,268.93